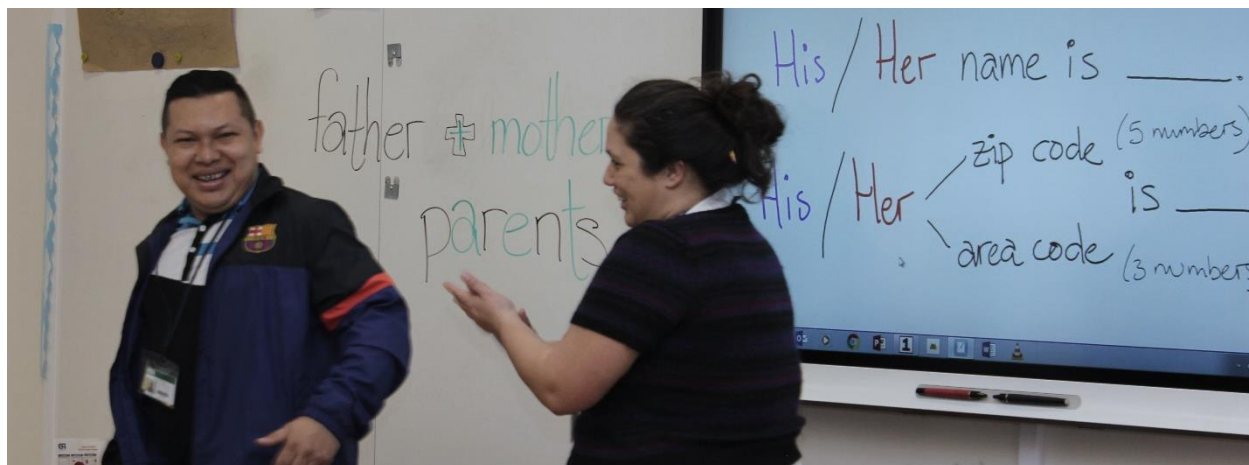


Carlos Rosario International Public Charter School

Annual Report SY 2015-16



**Harvard Street Campus and
Central Office**
1100 Harvard Street, NW
Washington, DC 20009
202-797-4700

Sonia Gutierrez Campus
514 V Street, NE
Washington, DC 20002
202-734-4900

Board Chair: Patricia Sosa

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Annual Report Narrative



Mission Statement

The mission of the **Carlos Rosario International Public Charter School** is to provide education that prepares the diverse adult immigrant population of Washington, D.C. to become invested, productive citizens and members of American society who give back to family and community. The School accomplishes this through excellence in teaching and learning in partnership with the community by fostering a safe and compassionate learning environment.

School Program

School Overview Highlights

- More than forty-year history serving Washington, D.C.'s diverse immigrant population
- Nationally and internationally recognized as a model in adult education
- Offering award-winning holistic model of adult education for immigrants, which includes language, literacy, GED, workforce development and comprehensive supportive services
- Providing classes and services to more than 2,500 students annually
- Named a Tier 1 school by the D.C. Public Charter School Board in 2014-15 school year
- Ranked a Washington, D.C. Top Workplace by Washington Post for two consecutive years in 2015 and 2016
- Chartered in 1998 by D.C. Public Charter School Board which renewed the charter for 15 more years in 2013
- Accredited by the Middle States Association in 2005 and re-accredited in 2012
- In 2013 the Sonia Gutierrez Campus,* focusing on workforce development, opened

*(Throughout this report we will refer to our two facilities as the Sonia Gutierrez Campus and the Harvard Street Campus; however, we are considered one school with two facilities rather than two distinct schools.)

2015-2016 School Year Details

- School Calendar:
August 31, 2015 - June 16, 2016
- Two instructional semesters of
approximately 19 weeks each

Schedule of Classes

Morning Session

Monday-Friday, 8:45 AM-11:30 AM

Afternoon Session

Monday-Friday, 1:00 PM-3:45 PM

Evening Session

Monday-Thursday, 6:00 PM-9:00 PM

Student Demographics

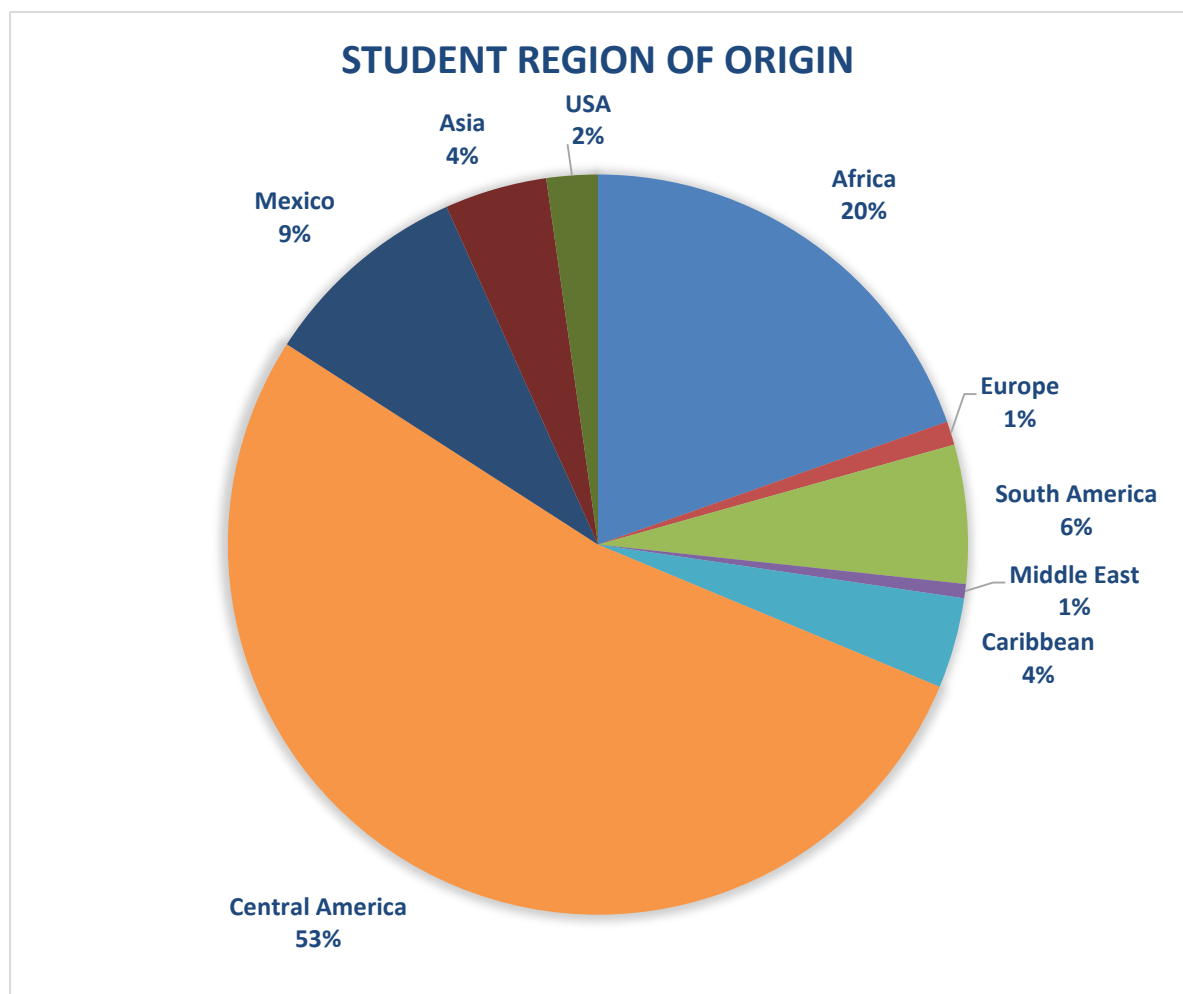
The Carlos Rosario School serves students ages 16 and older. **Eighty-eight percent** are living below the poverty line according to the Department of Agriculture Federal Poverty Guidelines. **Ninety-one percent** are English language learners. For the 2015-16 school year we served students from 91 different countries speaking 50 languages.

91

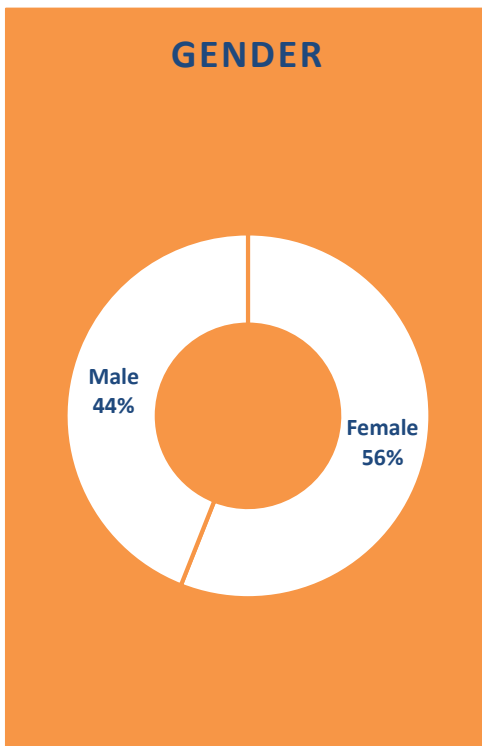
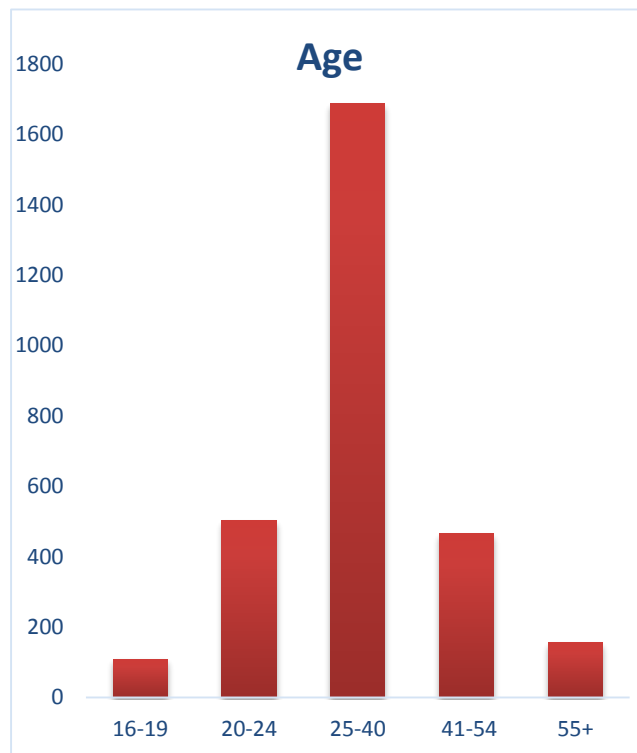
Countries represented

50

Languages spoken



Student Demographics (Continued)



Summary of Curriculum Design and Instructional Approach

Our ESL curriculum is validated by the Georgetown University's Center for Language Education and Development. It was created and is continually refined by faculty members and administrators with advanced degrees who have significant experience developing specialized



curricula as well as a strong understanding of the School's unique student population. ESL instruction is embedded in life and digital literacy skills, health education, parenting, civics, and workforce training.

On a foundational level, student goals, needs, and interests drive instruction. Standards developed by Equipped for the Future (EFF) as well as Common Core College and Career Readiness (CCRS) are integrated throughout the curriculum. Additionally, the ESL curriculum correlates

with CASAS Life Skill Competencies as well as ESL language standards and encompasses Adult Basic Education (ABE) performance-based objectives in English language acquisition.

Our curriculum covers:

- Health and wellness
- Consumer education
- Financial literacy
- Parenting and family skills
- Rights and responsibilities of citizens
- Multicultural awareness and appreciation
- Participation in the democratic process
- Soft skills
- Digital literacy
- Numeracy

Innovative theories of second language acquisition and the most current research on adult education guide curriculum implementation and instructional approaches. Instructional effectiveness is measured in several ways including norm- and criterion-referenced testing; authentic and alternative assessments; and follow-up surveys. Students receive ongoing feedback based on formative assessments, written and oral assignments, teacher observations, and mid-semester as well as final student-teacher conferences.

Tutoring services and in-class paraeducators are provided for students with unique academic needs; these services supplement classroom instruction with lesson plans and activities that respond to students' individual needs and goals. Additionally, thanks to our ongoing volunteer program many students receive individualized and small group assistance in the classroom provided by community members and Carlos Rosario School graduates.



Alumni Involvement Efforts

In lieu of parent involvement, due to the nature of our student body, we focus on alumni engagement. Student graduates and alumni are an integral part of the Carlos Rosario School culture. Alumni are involved in various aspects of the school including serving on our Board of Trustees and corporate advisory committees; acting as informal mentors and classroom volunteers; providing job and field experience opportunities for career training students; and acting as guest speakers in the classroom. Please see the description of our

student government program detailed on page 12 for more information about how current students are engaged in leadership activities.

Our Programs

The Carlos Rosario School's mission and programs are designed to leverage the assets and boost the contributions made by immigrants. These contributions to the social fabric and economic growth of our city increase its inclusiveness and strengthen the global competencies of its workforce.

The following pages include descriptions of our holistic education model which includes foundational literacy and skills, workforce development, and wraparound support services.

➤ Foundational Literacy and Skills

The foundational literacy and skills courses provide the building blocks for a solid academic base by developing language and essential life skills. Classes include practical, context-based learning preparing students for everyday life and work situations. Ultimately, our foundational literacy and skills programs are designed for career development and advancement.

Literacy (Orientation A and B)

Orientation classes offer intensive English instruction with additional learning supports. Content includes learning the English alphabet, developing phonological skills, and practicing the production of sounds, words, and sentences.

English as a Second Language (ESL) Courses (Levels 1–8)

ESL classes build competence through listening, speaking, reading, and writing instruction. Integrated life skills instruction provides students with knowledge needed to gain employment, pursue higher education, and advocate for individual, family and community needs—strengthening students' capacity to become more confident, involved members of society.

Content ESL classes in health, hospitality and family literacy offer language instruction for specific contexts.

Technology Essentials

The Computer Literacy class focuses on computer skills such as how to use an email account and the basic features of Microsoft Word, PowerPoint, and Excel as well as how to navigate the internet.

In the Microsoft Office Applications class students gain more advanced skills in Word, PowerPoint, Excel, and Access to enhance their ability to compete successfully in the workplace.

GED Test Preparation



This program supports students whose goal is to obtain an official high school credential through passing the official GED exam. Academic content areas covered are language arts (writing and reading), social studies, science, and mathematics. Students enter the GED Program with a wide range of educational backgrounds. Through the Plazas Comunitarias Carlos Rosario Program, students are able to earn

internationally recognized elementary and middle school diplomas thanks to a partnership with the Mexican Consulate. The Plazas Comunitarias program recognizes the important milestones along the path to earning a GED.

Citizenship Preparation

This class ensures eligible students will be able to pass the official naturalization test with confidence. It covers topics such as U.S. history, civics, the Constitution, the democratic process, and the rights and responsibilities of citizens.



➤ Workforce Development

The workforce development courses, offered through three career training academies, provide theoretical and hands-on learning geared toward English language learners. The courses teach students technical 21st Century skills in three key local high-growth, high-demand industries: hospitality, health and technology. Advisory committees made up of industry leaders meet regularly to provide guidance on curriculum and program design and share important industry developments. This ensures instruction and career training meet the continuously evolving demands of each sector. Each class provides students with the skills to pass an industry-essential certification key to breaking into and advancing in their chosen field. Courses are strengthened by field experience opportunities and connections to industry leaders.



Culinary Arts Academy

This program offers culinary arts courses including a fundamentals program, baking and pastry arts, and international cuisines. The fundamentals class focuses on sanitation and safety, knife skills, measurements, and core cooking methods. As part of the fundamentals course, students are prepared to pass the ServSafe Certification exam. Baking and pastry arts provides the opportunity to master the basics of baking including breads, cakes, pies, chocolates, and custards. International cuisines is an advanced course that prepares students to work in a variety of service styles while employing global ingredients, flavors, and cooking methods. As a result, students gain experience with the timing and synergy necessary to be a core team member of any kitchen.



Health Academy

This program offers courses that equip students to become effective, responsible and compassionate healthcare providers. The classes focus on the foundations of patient care such as taking of vital signs, CPR training, effective communication, reporting and documentation. Students receive over 200 hours of instruction, including clinical practice at Sibley Memorial

Hospital and are prepared to pass the Washington, D.C. Nurse Aide Certification exam. A new addition to this program is an intermediate-level course co-taught by an ESL

Instructor and a Registered Nurse, ensuring that language acquisition instruction is focused on healthcare field context. In addition, two ESL for Health courses prepare students for the language demands of nurse aide training.

Technology Academy

This program offers courses that provide students with the knowledge and skills to pass the CompTIA A+ Certification exams, an entry-level requirement in the industry. That is the first in a series of stackable credentials. The IT Fundamentals class makes the technology content more accessible to language learners with little experience in the field. Students log over 400 instructional hours and learn how to install, configure and troubleshoot hardware and software in physical and virtual environments; optimize system performance; and manage and maintain Windows Client and Server Operating System. In addition, students learn how to configure mobile devices such as smart phones, tablets, etc. and manage resources in the cloud.

➤ Student Support Services

Carlos Rosario School immigrant adult learners often face a host of diverse challenges related to health, labor rights, housing equity, and much more that threaten to interrupt their educational goals. Many of the students are juggling jobs and family responsibilities along with their classes.

These experiences present our students with a unique set of needs that must be met as well as assets to be

leveraged. Through the school's student services, learners work together with staff to develop critical solutions to help them succeed in their educational pursuits. Services, which are both culturally and linguistically responsive, are provided by our qualified counselors and staff who have a deep, and often first-hand, understanding of the immigrant experience.

3,806

Hours of direct services
offered to students



Higher Education/ Vocational Support

Numerous resources are provided to assist students in pursuing their higher education goals including college/vocational training, credential evaluations, career planning support, and assistance in completing entrance requirements. For the 2015-16 school year through the generous support of individual and corporate donors the Carlos Rosario School scholarship program awarded 45 scholarships totaling

\$162,800 to students going on to college and vocational training classes.

Counseling and Case Management

We provide a variety of life skills supports targeting the needs of the population we serve. In-school supports are supplemented by external community referrals. We partner with or refer students to more than 40 community organizations including Greater Washington Hispanic Chamber of Commerce, Upwardly Global, D.C. Health Link, Ethiopian Community Development Center, Clinica del Pueblo, D.C. Bar Pro Bono Clinic, Mil Mujeres, The College Board, and MPD

Latino Liaison Unit. Working together with these organizations we provide services such as health screening, safety training, affordable housing workshops, and HIV testing. Bilingual mental health counseling by experienced licensed counselors is also offered year round.

Employment and Career Services

The school offers employment and career services that meet students wherever they are on their career journey. Students can meet one-on-one with career specialists for advising as well as attend group workshops on soft skills such as professionalism, resume building and interviewing. Job placement services are also offered. Once students are placed in positions there are retention follow-ups and support for those looking to be promoted and take on new, more complex responsibilities.



Leadership Development

Through the student government, students have development opportunities and ways to give back to the community as well as the chance to act as liaisons between their peers and school administrators. Peer-elected student government representatives also host fundraising events for various causes, local community based organizations, and for scholarship funds to be awarded to their peers pursuing higher education.



Performance and Progress

The Carlos Rosario School meets its mission through its holistic education model. The extensive course offerings and supportive services highlighted in the School Program section of this report provide English language learners with contextualized instruction directly relevant to their short and long-term academic and career goals. Our ongoing curriculum upgrades and professional development ensure that our programs and services develop and reflect best practices in content and delivery for adult English language learners.

Mission in Action

\$3,000

Worth of food donated by Student Government Representatives to Catholic Charities, Capital Area Foodbank and Martha's Table

1,012

Number of hours donated by community members and students to school activities.

The success of the holistic model lies in large part with the strength of our ties to the community. In our programming we first assess the needs and aspirations of the community and of individual students. Then through our adult education programs students are provided with the resources and tools to become more invested members of society, which in turn positively impacts the larger community.

Giving back is a fundamental part of our mission, and here at the School a sense of community pride is intentionally and continuously fostered. We have a robust volunteer program that brings together

students, alumni, staff, and community members.

Thanks to the efforts of the Carlos Rosario School community, thousands of meals were given to the local food bank and hundreds of dollars were donated to partner direct service organizations.

\$2,033

Amount of funds raised and donated to partner community organizations



Community

During the 2015-16 school year the school held many community engagement events. During Hispanic Heritage Month local Latina leaders shared advice learned from their stories of success and community members were invited to discuss issues around the Salvadoran diaspora in a roundtable moderated by WAMU reporter Armando Trull. In the spring semester students and community organization partners educated the school community on civic engagement and voting. Additionally, the first ever school community bike ride was held, visiting local businesses owned and managed by students and alumni. Fifty students, teachers, and staff marched in the Capital Pride Parade. And on a wintry MLK Day more than 40 students, teachers and staff joined together to clean up a section of the Metropolitan Branch Trail in partnership with the Washington Area Bicycle Association. The school also opened its doors for citywide healthcare signup events and legal clinics.

Goals and Academic Achievement Expectations

Carlos Rosario PCS - Goals and Academic Achievement Expectations	Goal met or unmet	Progress toward goals
Progress Adult Basic Skills – 60% of pre- and post-testing Spanish and English ABE program students will make one or more NRS-EFL gains by the end of the program year.	Goal met.	Computation of Spanish and English GED student test data indicating 66.84% of pre and post-testing Spanish and English ABE program students made one or more NRS-EFL gain by the end of the program year. $n=123/184= 66.84\%$
Progress ESL – 70% of pre and post testing English language learners will make one or more NRS-EFL gains by the end of the program year.	Goal met.	Computation of ESL student test data indicating 74.21% of pre and post testing English language learners made one or more NRS-EFL gains by the end of the program year. $n=1347/1815= 74.21\%$
Achievement 65% of GED test-takers will pass the official GED exam by the end of the program year.	Goal met.	Official GED test reports indicating 91.17% of GED test-takers passed the official GED exam by the end of the program year. $n=31/34= 91.17\%$
College and Career Readiness a) 70% of students will pass industry certification tests. b) 49% of exiting students will enter the workforce or enter into post-secondary education. c) 59% of exiting students retain employment or enter post-secondary education.	Goal met. Goal met. Goal met.	a) Official certification test reports indicating 91.59% of students passed industry certification tests. $n=109/119= 91.59\%$ b) Student Services case logs indicating 80.5% of exiting students obtained employment or entered post-secondary education. $n=58/72= 80.5\%$ c) Student Services case logs indicating 85.5% of exiting students retained employment or entered post-secondary education. $n=342/400= 85.5\%$
Leading Indicator a) 69% in-seat attendance b) 60% Retention rate	Goal met. Goal met.	a) Student Information System year-long attendance report indicating 73.72% in-seat attendance rate. b) Student Information System year-long enrollment report indicating 73.53% retention rate. $n=1470/1999= 73.53\%$
Mission-Specific Goals		
85% of Citizenship students will pass the naturalization exam.	Goal met.	End of year report compiled by citizenship class teacher indicating 100% of Citizenship students passed the naturalization exam. $n=12/12= 100\%$
75% of ESL students will pass the CR Technology Test.	Goal met.	Student Information System end of school year technology test report indicating 85.72% of ESL students passed the CR Technology Test. $n=1345/1569= 85.72\%$

Lessons Learned and Actions Taken

As evidenced by the Goals and Academic Achievement Expectations chart, the School reached and surpassed all of the goals and academic achievement expectations for the 2015-2016 school year.^[1] Here are some of the actions taken and lessons learned:

- By the mid-semester point we assessed that student progress in a couple higher level ESL classes was lower than our target. Through additional supports such as small group tutoring and increased opportunities to demonstrate student gains, we saw significant student progress and were able to meet the target. In the end the value of continuous monitoring and attention to student progress was confirmed by the results of this year's student progress measure.
- This year we were more readily able to meet the College and Career Readiness targets due to two changes implemented after last year. First, we added new features to our student information system, which facilitated gathering employment data. Additionally, we applied new quality assurance measures and independent verifications to ensure monthly reports about exited students were accurate and complete.
- We increased the pass rates in our IT and Nurse Aide career training programs through changes in instructional focus. In IT we added an IT Fundamentals class that allows for students who are less familiar with the field to gain basic knowledge and skills before attempting A+ certification training. In Nurse Aide training a stronger focus on reading comprehension and test-taking skills increased our pass rate to 97%.
- The final lesson learned from the 2015-16 academic year relates to our continued efforts to enhance and expand our data collection and analysis efforts. Due to increased needs from both internal and external stakeholders related to data as well as guidance from a two-year leadership development program in partnership with nonprofit consulting firm Bridgespan, the school has undertaken a new data collection initiative. To support these efforts, we are building our capacity in the areas of data analysis and database administration.

^[1] Pending verification by PCSB audit.



Below is a list of the top 10 unique accomplishments for the 2015-16 school year.

- At the year's graduation we celebrated the accomplishments of more than 300 graduates including 31 GED grads, 147 career training graduates completing hands-on classes in the fields of health, technology, and culinary arts, and 40 new citizens.
- The school was named a Washington Post Top Workplace for the second year in a row.
- Culinary arts graduate Mario Romero was named Most Outstanding Adult Student and Doris Medina, Health Academy Administrator, was named Most Outstanding School Leader in Adult Education by the D.C. Association of Public Chartered Schools.
- Numerous teachers and staff were recognized for their contributions in the fields of adult education. Heather Tatton-Harris was named one of the top 30 up and coming leaders by TESOL; Benjamin Velasquez was named a Visionary Educator by RAMW; and Laurel Anderson published research on the GED and minority language learners in the *Journal of Research and Practice for Adult Literacy, Secondary, and Basic Education*.
- Sonia Gutierrez, Founder of the Carlos Rosario School, was awarded the American Dream Medallion by the Congressional Hispanic Caucus Institute, and was also inducted into the D.C. Charter School Hall of Fame by charter school advocacy group, FOCUS.
- The school hosted its first ever Community Action Fair where students shared important information about voting and civic engagement with their community. The event was attended by hundreds and community participants including the DC Board of Elections, CARECEN, and the Mayor's Office on African Affairs.
- Fifteen pairs of students and staff participated in the StoryCorps oral history project. Participants interviewed family members, teachers and classmates to learn life stories. Recordings of these interviews are housed at the Library of Congress.
- Through a partnership with the Philips Collection beginning literacy and ESL for Families students visited the museum (many for the first time) and collaborated together to build their own migration story mural with inspiration from Jacob Lawrence's Migration Series.
- UNESCO's Institute for Life Long Learning recognized the school's Plaza Comunitaria program as a model in effective literacy practice.
- Through a partnership with the Writers Center, advanced intermediate students worked with center volunteers to write personal poetry and essays, which were published in a book sponsored by the Cafritz Foundation.

List of Donors [July 2015 through June 2016]

(Monetary or in-kind with value equal to or exceeding \$500 during the 2015-16 school year)¹



A Corp SCSi

Alan & Amy Meltzer Family Foundation, Inc.

Alan L. Meltzer

Allison Kokkoros

Ayala And Associates

Beacon Hotel And Corporate Quarters

Bo Pham

Capitol Document Solutions

D.C. Health Benefit

Daryn M. Peel

Democracy Fund

Doris S. Leshner

Margaret L. Yao

Michelle Chapman

Monroe Family

Multicultural Community Service

New Light Technologies, Inc.

O'Keefe Communications, Inc.

Page After Page Business Systems

Priscilla Annamanthodo

ProActive School Inc.

Raffa

Raza Development Fund Inc

Ridgebrook Insurance Services, Inc.

¹ A majority of donors contributed to the School's scholarship fund and to community building events hosted by the school.

El Tamarindo, Inc.	River Road Unitarian Universalist Congregation
Fotios & Marianne Kokkoros	Rosemary Monroe
Gerardo A. Luna	Sherrie H. McKenna
Gloria E. Bonilla Romero	Shinberg Levinas
Hector Torres	Sonia I. Gutierrez
Hotel Association of Washington, D.C., Inc.	Susan Savarese
J.F. Barrueta	Tempo Bookstore, Inc.
James H. Moore	Teodros Kavaleri
Jay Haddock	The Frances B. & William D. Novelli Fund
Jay M. Castano	U.S. Security Associates, Inc
Jose Gutierrez	UnitedWay Of The National Capital Area
Judith Bonderman	Verizon
Kimberly L. Schwartz	William MacCartee

Data Report

LEA Name	Carlos Rosario International PCS
Campus Name	Carlos Rosario International PCS
Grades Served	Adult
Total Audited Enrollment	2011
PK3	0
PK4	0
KG	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	0
Grade 8	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Adult	2011
Alternative	0
SPED	0
Total number of instructional days 2015-16	180
Student Suspension Rate	0.0
Student Expulsion Rate	0
Instruction Time Lost to Suspension	0
Average Daily Attendance	73.7%
Midyear Withdrawal Rate	Not yet validated - Intentionally blank
Midyear Entry Rate	Not yet validated - Intentionally blank
Promotion Rate	NA
College Acceptance Rate (SY 14-15)	Not Applicable
College Admission Test Scores (SY 14-15)	Not Applicable
Graduation Rates (SY 14-15)	Not Applicable
Teacher Attrition Rate	11.5%
Number of Teachers	46
Average Teacher Salary	\$61,708
Minimum Teacher Salary	\$43,070
Maximum Teacher Salary	\$92,860

APPENDICES

Teachers and Staff Working Directly with Students SY 2015-2016

First Name	Last Name	Job Title Description
Alice-Ann	Beachy	Assistant Principal
Carlos	Loureiro	Assistant Principal
Sharon Tong	Pan	Assistant Principal
Chenniah	Patrick	Assistant Principal
Ana	Sands	Assistant Principal
Aracelly	Watts	Assistant Principal
Johana	Lopez	Assistant Registrar
Ryan	Monroe	Chief Academic Officer
Allison	Kokkoros	Chief Executive Officer
Carol L.	Wolchok	Citizenship Instructor
Leslie	Colon Healy	Counselor
Mengistu	Ferede	Counselor
Christine	Ruppert	Counselor
Caitlin J.	Tromiczak	Counselor
Tara A.	Villanueva	Creative Arts Integration/Cultural Events Coord.
Mirna	Amaya	Dean of Community Relations and Student Service
Claudia	Esteve	Director of Student Services
Leona Salome	Sullivan	Director of Student Services
Daniela	Ayala	Employment Specialist
Elizabeth	Fuentes-Hernandez	Employment Specialist
Karla	Ramos Ramirez	Employment Specialist
Alelign	Dessie	Employment Specialist
Elani	Lawrence	ESL Families & Parent Engagement Coordinator
Rebecca L.	Crawford	ESL Instructor
Rosemary	Downing	ESL Instructor
Jennifer R.	Garcia	ESL Instructor
Simon	Hoogland	ESL Instructor
John	Hudson	ESL Instructor
Rebecca	Lee	ESL Instructor
Margarette S.	Loh	ESL Instructor
Jacqueline	Phillips	ESL Instructor
Susan	Taneco	ESL Instructor
Ruth D.	Ticktin	ESL Instructor
Kaylin	Wainwright	ESL Instructor
Alexander	Whitney	ESL Instructor
Bethlehem	Yoseph	ESL Instructor
Ruben	Montanez	ESL Instructor
Cassandra D.	Chen	ESL Instructor
Makeeya	Hazelton	ESL Instructor
Patrick	Mohr	ESL Instructor
Preavain	Robinson	ESL Instructor
Kate	Storks	ESL Instructor
Patrick	Benedict	ESL Instructor
Hugh	Beshers	ESL Instructor
Christina	Cammack	ESL Instructor
Laura	Closson	ESL Instructor

Erin	Ellingson	ESL Instructor
Amante	Fajardo	ESL Instructor
Michelle	Flores	ESL Instructor
Jerome	Gonzales	ESL Instructor
Andrew	Hinshaw	ESL Instructor
Christopher W.P.	Ladd	ESL Instructor
Chantal	Ross	ESL Instructor
Karina	Samuel	ESL Instructor
Sheryl L	Sherwin	ESL Instructor
Elizabeth S.	Walker	ESL Instructor
Kimberly	De Jesus Alfonso	ESL Instructor
Caitlin	James	ESL Instructor
Stephen	Landberg	ESL Instructor
Magdalena	Mendoza	ESL Instructor
Raslan M.	Moutraji	ESL Instructor
Nancy	O'Regan	ESL Instructor
Dinora P.	Padrino	ESL Instructor
Genevieve	Rene	ESL Instructor
Gemma V.	Sage	ESL Instructor
Gustavo A.	Samayoa	ESL Instructor
Jose	Serrano	ESL Instructor
Laurel	Anderson	ESL Instructor
Anteneh	Tsegaw	ESL Instructor
Biruk	Beyene	ESL Instructor
Javier A.	Marquez	Evening School Coordinator
Yolanda	Betancourt	GED Instructor
Celina	Moran de Reyes	GED Instructor
Elvira	Vargas	GED Instructor
Edwin	Alvarado	GED Instructor
Bradley	Haier	GED Instructor
Elda H.	Gonzalez	GED Instructor
Doris Jane	Medina	Health Academy Administrator
Tien V.	Le	Job Developer
Alexander	Salvador Escobar	Job Developer
Fidel	Eshetu	Librarian
Steven	Frets	Librarian
Meriem	Beza	Librarian Assistant
Taron	Massey	Librarian Assistant
Sekou	Camara	Paraeducator
Gizework	Teraro	Paraeducator
Nigatu	Ambo	Paraeducator
Elshadai	Kitaw	Paraeducator
Juana	Matos	Paraeducator
Rosario	Sarmiento	Paraeducator
Charly	Lopez	Paraeducator
Agustin	Perez Amaya	Paraeducator
Montserrat de la Rosa	Cruz	Paraeducator
Francisco	Garcia	Paraeducator
Jose	Artiga	Paraeducator
Tsegaye U.	Gobena	Paraeducator
Willy	Bisohong Bayiha	Paraeducator
Osman	Ali	Paraeducator
Geovanny	Vicente Romero	Paraeducator
Boubacar	Ould Brahim	Paraeducator
Holly Ann	Freso-Moore	Principal

Karen W.	Rivas	Principal
Elida	Viera	Program Assistant
Elizabeth	Fernandez	Program Assistant
Marina	Eisenberg	Registrar
Karina	Ortez Alvarado	Registration Lead
Olianka	Wingate	Retention Specialist
Elizabeth	Haile	Retention Specialist
Gabriella	Woo	Retention Specialist
Delia F.	Powvel	School Support Assistant
Sarah	Berlin	Student Assessment Coordinator
Vincent P.	Scott	Student Assessment Coordinator
Fernando	Saldana Rivera	Student Success Coordinator
Benjamin F.	King	Technology Instructor
Janett M.	Arandia	Technology Instructor
Jose	Vanegas	Technology Instructor
Chirine	Dhehibi	Technology Instructor
James	McDonald	Technology Instructor
Lindsey G	Crifasi	Technology Instructor
Kristine E.	Stoesz	Technology Instructor
Yolanda	Rose-Ellis	Technology Instructor
Peter	Cummings	Tutor
Silvia	Hildesheim	Tutor
Daniel	Hudson	Tutor
Fernando	Sosa	Tutor
Terunesh	Zeamanuel	Tutor
Mayra	Reyes	Tutor
Birhanu	Alemu	Tutor
Janeth	Ramirez	Tutor
Nicholas	Webster	Tutor
Elis	Rosa	Tutor
Tibebe	Ayele	Tutor
Maria	Pilkington	Tutor
Joe	Sanchez Calderon	Tutor
Jason	Story	Vocational/Career Instructor
Arlene	Venable	Vocational/Career Instructor
Eddy M.	Ceballos	Vocational/Career Instructor
Mariano	Ramos	Vocational/Career Instructor
Jason	Kellogg	Vocational/Career Instructor
Omarilys	Soler Ithier	Vocational/Career Instructor
Joseph	Hamilton Paine	Vocational/Career Instructor

Teacher and Staff Education Levels

Sixty-nine of our teachers and staff who work with students regularly have master's degrees and one has a doctoral degree. Forty-eight teachers/staff have bachelor's degrees and six have associate degrees. Three staff members have completed some college coursework in the U.S. Twelve of our support staff members have high school diplomas including six who have completed ESL, technology and career training classes at the Carlos Rosario School.

Carlos Rosario School Board of Trustees

Title	Name	Date of Appointment	Date Appointment Expires
Chair	Patricia Sosa Washington, DC	1/1/2015	12/31/2017
Vice-Chair	Brahim Rawi Washington, DC	1/1/2015	12/31/2017
Treasurer	James Moore Washington, DC	1/1/2015	12/31/2017
Secretary	Margaret Yao Washington, DC	1/1/2015	12/31/2017
Member	Francisco Ferrufino Washington, DC	2/27/2016	12/31/2017
Member	Sonia Gutierrez Washington, DC	Per bylaws serves for duration as President of CCC*	Per bylaws serves for duration as President of CCC*
Member	Teodros Kavaleri Washington, DC	1/1/2015	12/31/2017
Member Ex Officio	Allison R. Kokkoros Washington, DC	Per bylaws serves ex officio as CEO*	Per bylaws serves ex officio as CEO*
Member	Nydia Peel, Esq. Lutherville, MD	1/1/2015	12/31/2017
Member	Bo Pham Washington, DC	5/14/2015	12/31/2017
Member	Hector J. Torres Washington, DC	5/14/2015	12/31/2017
Honorary Member Emeritus	Jane Garcia Bethesda, MD	NA	NA
Honorary Member Emeritus	Alberto Gomez Washington, DC	NA	NA
Honorary Member Emeritus	Pedro Lujan Washington, DC	NA	NA

*Guided by bylaws as amended on August 9, 2014

Unaudited Year-End 2015-16 Financial Statements

Statement of Financial Position

As of June 30, 2016

Assets

Current Assets

Cash and Cash Equivalents	11,942,634.53
Accounts Receivable, Net	1,088.72
Other Current Assets	326,702.08

Total Current Assets	12,270,425.33
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Long-term Assets

Property & Equipment	20,590,818.63
Other Long-term Assets	2,139,572.93

Total Long-term Assets	22,730,391.56
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Investments

Long Term Investments	3,142,281.05
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Total Investments	3,142,281.05
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Total Assets

38,143,097.94

Liabilities and Net Assets

Liabilities

Short-term Liabilities

Accounts Payable	297,724.61
Deferred Revenue	27,940.00
Other Short-term Liabilities	1,511,488.98

Total Short-term Liabilities	1,837,153.59
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Long Term Liabilities

Other Long-term Liabilities	16,161,839.74
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Total Long Term Liabilities	16,161,839.74
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Total Liabilities	17,998,993.33
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Net Assets	20,144,104.61
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Total Liabilities and Net Assets

38,143,097.94

Statement of Activities

As of June 30, 2016

Revenue

Per Pupil Allotment	17,040,171
Facilities Allowance	6,302,357
Activity Fees	556,493
Building & Rental Income	2,610
Private Grants & Donations	101,119
Government Funding & Grants	111,718
Other Income	225,441
Total Revenue	<u>24,339,909</u>

Expenses

Personnel Expense	
Salary Expense	11,452,174
Employee Benefits	3,043,494
Contracted Staff Expense	30,116
Staff Development	189,941
Total - Personnel Expense	<u>14,715,725</u>
Direct Student Expenses	
Textbooks	32,459
Student Supplies & Materials	272,713
Library & Media Ctr Materials	13,329
Student Assessment Materials	13,244
Contracted Student Services	25,367
Transportation	50,048
Food Services	304,648
Miscellaneous Student Expense	54,458
Total - Direct Student Expenses	<u>766,266</u>
Occupancy Expense	
Rent Expense	3,119,734
Building Interest Expense	1,502,155
Building Maintenance & Repairs	30,381
Building Depreciation Expense	700,574
Janitorial/Cleaning Svs & Supplies	132
Contracted Building Services	380,036
Total - Occupancy Expense	<u>5,733,012</u>
Office Expenses	
Office Supplies & Materials	273,998
Office Equipment Rent & Maintenance	91,460
Software & Maintenance	446,610

Telephone / Telecommunications	250,756
Accounting/Audit/Payroll Expenses	244,863
Legal Expenses	23,439
Professional Fees	246,353
Printing & Copying	88,537
Postage & Shipping	3,687
Advertising & Recruitment	71,178
Other Expenses	<u>44,857</u>
Total - Office Expenses	1,785,738
General Expenses	
Insurance Expense	171,137
Administrative Fee	240,701
Other General Expenses	284,780
Depreciation & Amortization	1,295,665
Finance & Interest Payments	<u>374</u>
Total - General Expenses	<u>1,992,657</u>
Total Expenses	<u>24,993,398</u>
Change in Net Assets	<u>(653,489)</u>

FY 2017 Budget

	Approved Budget FY 2017
Revenues	
Per Pupil Charter	17,376,030
Facilities Allowance	6,091,800
Activity Fees	547,870
Other Income	240,500
Private Grants & Donations	67,000
Government Funding	95,000
Total Revenue	24,418,200
Expenses	
<u>Personnel Expenses</u>	
Salaries Expense	11,868,115
Employee Benefits	2,870,987
Contracted Staff Expense	18,000
Staff Development	250,961
Total Personnel Expense	15,008,063
<u>Direct Student Expenses</u>	
Textbooks	6,260
Student Supplies & Materials	315,151
Library & Media Ctr Materials	17,950
Student Assessment Materials	52,909
Contracted Student Expenses	35,500
Transportation	46,360
Food Services	311,250
Miscellaneous	105,848
Total Direct Student Expenses	891,228
<u>Occupancy Expense</u>	
Rent Expense	3,593,861
Building Maintenance Expense	-
Building Interest Expense	1,544,245
Contracted Building Services	-

Total Occupancy Expense	5,138,106
<u>Office Expenses</u>	
Office Supplies & Materials	122,130
Office Equipment Rent & Maintenance	523,228
Telephone & Telecommunications	174,220
Legal, Accounting & Professional Svs	504,450
Printing & Copying	27,100
Postage & Shipping	2,750
Other	57,370
Total Office Expenses	1,411,248
<u>General Expenses</u>	
Insurance	179,297
Administrative Fee	255,000
Other General Expenses	274,830
Finance & Interest Charges	-
Total General Expenses	709,127
Total Expenses Before Depreciation	23,157,772
Net Income / (Loss) before Depreciation	1,260,428
Depreciation Expense	
Building	700,500
Equipment/Computers/LHI	1,035,000
GAAP Income/(Loss)	(475,072)
<u>Capital Expenses</u>	
Equipment	12,000
Computer Equipment	286,740
Furniture & Fixtures	30,000
Leasehold Improvements	250,000
Automobile	25,000
Lease Payment - SGC	133,271
Total Capital Expenses	737,011
Net Cash Flow	523,417